



Australian Bureau of Statistics

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Summary

Main Features

08/07/2009 Note: The datacube added is the seventh in a series which focus on specific aspects of education and training data, from the Survey of Education and Work. It provides data in Excel spreadsheets for persons with a qualification at Certificate II level or above, by State/Territory of Residence, Sex and age group. Includes data for 2001-2008.

05/06/2009 Note: The data cube Persons enrolled at educational institutions (all study), by State/Territory of Residence, sex and age group. Includes data for 2001-2008, has been replaced to correct age ranges, the label '45-54' changed to '45-49' and '55-54' changed to '50-54'.

26/05/2009 Note: Additional Data Cubes have been released to supplement the Survey of Education and Work publication released in November 2008.

NOTES

ABOUT THIS PUBLICATION

This publication presents information about the educational experience of persons aged 15-64 years, especially in relation to their labour force status.

Statistics in this publication were collected in May 2008 as a supplement to the Australian Bureau of Statistics' (ABS) monthly Labour Force Survey (LFS).

Information collected in the survey includes: labour force characteristics; participation in education in the year prior to the survey, and in the survey month; type of educational institution; level of education of current and previous study; highest year of school completed; level of highest non-school qualification; level of highest educational attainment; transition from education to work; enrolment experience; and selected characteristics of apprentices.

Unless otherwise specified, differences between data items highlighted in the Summary of Findings are statistically significant.

This publication includes Data Cubes in spreadsheet format available on the ABS website <http://www.abs.gov.au>. An expanded range of statistics in spreadsheet format will supplement this publication and will also be available on the ABS website <http://www.abs.gov.au> at a later date.

ROUNDING

As estimates have been rounded, discrepancies may occur between sums of the

component items and totals.

INQUIRIES

For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070.

SUMMARY COMMENTARY

PARTICIPATION

In May 2008, there were 13.9 million people aged 15-64 years in the scope of the survey, of whom 2.6 million (19%) were enrolled in a course of study. Approximately 968,200 (38%) of these enrolled people were attending a higher education institution, 728,600 (28%) were at school, 563,500 (22%) were at Technical and Further Education (TAFE) institutions, and 315,800 (12%) were at other educational institutions. (Table 1)

In May 2008, 51% of people enrolled in a course of study were female, 43% were aged 15-19 years, and 63% were studying full-time. (Table 1)

Study for a qualification

Approximately 96% (2.5 million) of people who were enrolled in a course of study, were enrolled in a course for a qualification. The proportion of people aged 15-64 years who were enrolled in a course for a qualification increased from 17% in 1998 to 18% in 2008. (Table 2)

More than one in four (28%) people enrolled in a course for a qualification were studying for a Bachelor Degree. Almost half of these people (48%) were aged 20-24 years and 27% were aged 15-19 years. (Table 3)

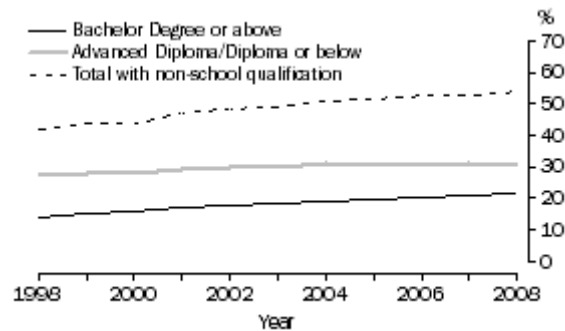
Other than Mixed field programmes (30%), which includes people studying Year 12 or below, the most commonly reported main field of education of current study for people enrolled in a course for a qualification was Management and commerce (18%), followed by Society and culture (12%). (Table 4)

EDUCATIONAL ATTAINMENT

Level of highest non-school qualification

The proportion of people with a non-school qualification increased from 42% in May 1998 to 54% in May 2008. In particular, the proportion of people with a Bachelor Degree or above increased from 14% in May 1998 to 22% in May 2008. The proportion of people whose highest non-school qualification was an Advanced Diploma or below increased from 28% in 1998 to 31% in 2008. (Table 7)

PROPORTION OF PEOPLE WITH A NON-SCHOOL QUALIFICATION, May 1998 to May 2008



Among the 7.5 million people with a non-school qualification, the most commonly reported fields of education for the highest non-school qualification were Management and commerce (23%) and Engineering and related technologies (18%). (Table 9)

Of people with a non-school qualification, 83% were employed, compared to 65% without a non-school qualification. Over three quarters (77%) of employed people with a non-school qualification were employed full-time, compared to 64% of employed people without a non-school qualification. (Table 11)

Level of highest educational attainment

Almost one-third (31%) of people aged 15-64 years reported their level of highest educational attainment as Year 11 or below and 20% reported Year 12. Additionally, more than one in five (22%) had a highest level of attainment of Bachelor Degree or above and 16% had a Certificate III or IV. (Table 13)

TRANSITION FROM EDUCATION TO WORK

Starting a course of study

In May 2008, there were 398,300 people who had not studied for any qualification during 2007 but had since started such a course. Of these, 55% were females and 74% were employed, 67% of whom were employed full-time. People aged 20-24 years were 6 times more likely to be studying for a qualification than those aged 45-64 years. (Table 15)

Leaving a course of study

In May 2008, there were 992,600 people who had studied for a qualification at some time during 2007 but had since left all such courses. People who had left study for a qualification were more likely to be employed than the general population (84% compared with 75%). (Table 11 and Table 15)

School leavers

In May 2008, there were 313,600 people aged 15-24 years who attended school at some time during 2007 but had since left. Of these school leavers, 57% were studying in 2008, 32% were not studying and employed and 5% were not studying and unemployed. (Table 20)

APPRENTICES

In May 2008, there were 188,700 people aged 15-64 years who were employed as apprentices and part of the **Australian Apprenticeship Scheme**. Of these, 88% were males and 50% were aged 15-19 years. The most commonly reported industry of apprenticeships was Construction (40%). (Table 22)

About this Release

Provides selected information on participation in education, highest educational attainment, transition from education to work and current labour force and demographic characteristics for the civilian population aged 15-64 years. Characteristics reported on include: type of educational institution attended or attending; level and main field of education of current study and highest level and main field of educational attainment. Information on unsuccessful enrolment, and deferment of study, is included for persons not studying in the survey year. Data on apprenticeships are also provided. Some of the statistical tables are presented in time series format.

This product includes Data Cubes and an expanded range of statistics in spreadsheet format available on the ABS website <<http://www.abs.gov.au>>.

Data from this and earlier surveys are available on request either as hardcopy, or as an electronic spreadsheet produced on disk or delivered via Internet email. Price on application. For further information, please contact the National Information and Referral Service on 1300 135 070.

Explanatory Notes

Explanatory Notes

EXPLANATORY NOTES

INTRODUCTION

1 The statistics in this publication were compiled from data collected in the Survey of Education and Work (SEW) that was conducted throughout Australia in May 2008 as a supplement to the monthly Labour Force Survey (LFS). Respondents to the LFS who were in scope of the supplementary survey were asked further questions.

2 The SEW provides a range of key indicators of educational participation and attainment of persons aged 15-64 years, along with data on people's transition between education and work. The annual time series allows for ongoing monitoring, and provides a link with the more detailed range of educational indicators available from the four-yearly Survey of Education and Training. Specifically, the supplementary survey provides information on: people presently participating in education; level of highest non-school qualification; characteristics of people's transition between education and work; and data on apprentices.

3 The publication **Labour Force, Australia (cat. no. 6202.0)** contains information about survey design, sample redesign, scope, coverage and population benchmarks relevant to the LFS, which also apply to supplementary surveys. It also contains definitions of demographic and labour force characteristics, and information about telephone interviewing relevant to both the LFS and supplementary surveys. For more details on recent changes to the LFS see **Information Paper: Labour Force Sample Design, Nov 2007 (cat. no. 6269.0)** or paragraph 11.

4 From April 2001, the LFS has been conducted using a redesigned questionnaire containing additional questions and some minor definitional changes. These changes also affect the supplementary surveys. For more details, see **Information Paper: Implementing the Redesigned Labour Force Survey Questionnaire, 2001 (cat. no. 6295.0)** and **Information Paper: Questionnaires Used in the Labour Force Survey, 2004 (cat. no. 6232.0)**.

CONCEPTS SOURCES AND METHODS

5 The conceptual framework used in Australia's LFS aligns closely with the standards and guidelines set out in Resolutions of the International Conference of Labour Statisticians. Descriptions of the underlying concepts and structure of Australia's labour force statistics, and the sources and methods used in compiling these estimates, are presented in **Labour Statistics: Concepts, Sources and Methods 2007 (cat. no. 6102.0.55.001)** which is available on the ABS website <https://www.abs.gov.au>.

SCOPE

6 The scope of the SEW was restricted to persons aged 15-64 years and excluded the following persons:

- members of the permanent defence forces
- certain diplomatic personnel of overseas governments, customarily excluded from the Census and estimated resident population figures
- overseas residents in Australia
- members of non-Australian defence forces (and their dependants)
- persons permanently unable to work.

7 Patients in hospitals, residents of homes (e.g. retirement homes, homes for persons with disabilities), boarding school pupils and inmates of prisons were excluded from this supplementary survey.

8 Boarding school pupils have been excluded from the scope of the SEW since 2005, but were included in earlier collections. The LFS in May 2008 yielded an estimate of 19,000 boarding school pupils aged 15 years and over, who were excluded from the SEW.

9 This supplementary survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia. The exclusion of these persons had only a minor impact on any aggregate estimates that are produced for individual states and territories, except the Northern Territory where such persons account for around 23% of the population.

COVERAGE

10 The estimates in this publication relate to persons covered by the survey in May 2008. In the LFS, coverage rules are applied which aim to ensure that each person is associated with only one dwelling and hence has only one chance of selection in the survey. See **Labour Force, Australia (cat. no. 6202.0)** for more details.

SAMPLE SIZE

11 Approximately 96% of the 24,000 selected households were fully responding to the SEW. All persons aged 15-64 years in these households were interviewed for the SEW, which resulted in a total of 37,769 completed interviews. Following the **2006 Census of Population and Housing**, a new sample design was introduced for the LFS which resulted in the 2008 SEW sample reducing from the 45,471 interviews completed in 2007 (the ABS reviews the LFS sample design following each Census). The smaller sample size has resulted in the relative standard errors (RSE) for estimates increasing by approximately 10% on average in the 2008 SEW. The Northern Territory estimates are an exception, because the sample size has increased in the Northern Territory, and therefore the RSEs have decreased. For more information see **Information Paper: Labour Force Sample Design, Nov 2007 (cat. no. 6269.0)**.

RELIABILITY OF THE ESTIMATES

12 Estimates in this publication are subject to sampling and non-sampling errors:

- Sampling error is the difference between the published estimate and the value that would have been produced if all dwellings had been included in the survey. For more details see the Technical Note.
- Non-sampling errors are inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration, whether it be a full count or a sample. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures.

SEASONAL FACTORS

13 The estimates are based on information collected in the survey month, and due to seasonal factors they may not be representative of other months of the year.

CLASSIFICATIONS

COUNTRY OF BIRTH

14 Country of birth data are classified according to the **Standard Australian Classification of Countries (SACC) 1998 (Revision 2.03) (cat. no. 1269.0)**. Revision 2.03 amends the **Standard Australian Classification of Countries, 1998 (cat. no. 1269.0)** according to the creation of the independent republics of Montenegro and Serbia; updates to International Organization for Standardization (ISO) and UN classification codes; and valid output code options for some supplementary codes. These revisions have been effective since January

2007.

INDUSTRY

15 Industry data are classified according to the **Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 (cat. no. 1292.0).**

OCCUPATION

16 Occupation data are classified according to the **Australia and New Zealand Standard Classifications of Occupations (ANZSCO), First Edition, 2006 (cat.no. 1220.0).**

EDUCATION

17 In 2001, the **Australian Standard Classification of Education (ASCED) (cat. no. 1272.0)** replaced the **ABS Classification of Qualifications (ABSCQ) (cat. no. 1262.0)**. The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. ASCED replaces a number of classifications previously used in administrative and statistical systems, including the ABSCQ. The ASCED comprises two classifications: Level of Education and Field of Education.

18 Level of Education is defined as a function of the quality and quantity of learning involved in an educational activity. There are nine broad levels, 15 narrow levels and 64 detailed levels. For definitions of these levels see the **Australian Standard Classification of Education, 2001 (cat. no. 1272.0).**

19 Field of Education is defined as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. There are 12 broad fields, 71 narrow fields and 356 detailed fields. For definitions of these fields see the **Australian Standard Classification of Education, 2001 (cat. no. 1272.0).**

LEVEL OF HIGHEST EDUCATIONAL ATTAINMENT

20 Level of highest educational attainment was derived from information on highest year of school completed and level of highest non-school qualification. The derivation process determines which of the 'non-school' or 'school' attainments will be regarded as the highest. Usually the higher ranking attainment is self-evident, but in some cases some secondary education is regarded, for the purposes of obtaining a single measure, as higher than some certificate level attainments.

21 The following decision table is used to determine which of the responses to questions on highest year of school completed (coded to ASCED Broad Level 6) and level of highest non-school qualification (coded to ASCED Broad Level 5) is regarded as the highest. It is emphasised that this table was designed for the purpose of obtaining a single value for level of highest educational attainment and is not intended to convey any other ordinality.

Decision Table: Level of Highest Educational Attainment (ASCED level of education codes)							
Highest year of school completed	Level of highest non-school qualification						
	Certificate n.f.d. (500)	Certificate III or IV n.f.d. (510)	Certificate IV (511)	Certificate III (514)	Certificate I or II n.f.d. (520)	Certificate II (521)	Certificate I (524)
Secondary Education n.f.d. (600)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Senior Secondary Education n.f.d. (610)	Senior Secondary n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Senior Secondary n.f.d.	Senior Secondary n.f.d.	Senior Secondary n.f.d.
Year 12 (611)	Year 12	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 12	Year 12	Year 12
Year 11 (613)	Year 11	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 11	Year 11	Year 11
Junior Secondary Education n.f.d. (620)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 10 (621)	Year 10	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 10	Certificate II	Year 10
Year 9 (622)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 8 (623)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 7 (624)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I

22 The decision table is also used to rank the information provided in a survey about the qualifications and attainments of a single individual. It does not represent any basis for comparison between differing qualifications. For example, a person whose highest year of school completed was Year 12, and whose level of highest non-school qualification was a Certificate III, would have those responses crosschecked on the decision table and would as a result have their level of highest educational attainment output as Certificate III. However, if the same person answered 'certificate' to the highest non-school qualification question, without any further detail, it would be crosschecked against Year 12 on the decision table as Certificate not further defined. The output would then be Year 12. The decision table, therefore, does not necessarily imply that one qualification is 'higher' than the other.

COMPARABILITY OF TIME SERIES

23 Revisions are made to population benchmarks for the LFS after each five-yearly Census of Population and Housing. The last such revision was made in February 2004 to take account of the results of the **2001 Census of Population and Housing**. Estimates from supplementary surveys conducted from and including February 2004 are therefore based on revised population benchmarks.

24 Supplementary surveys are not always conducted on the full LFS sample. Since August 1994 the sample for supplementary surveys has been restricted to no more than seven-eighths of the LFS sample. Since it was introduced, this survey has been conducted on various proportional samples and therefore sampling errors associated with previous supplementary surveys may vary from the sampling error for this survey.

25 Since 2005, boarding school pupils have been excluded from the scope of the SEW, but

were included in earlier collections. For more details, see paragraph 8 of the Explanatory Notes.

26 Since 2007, industry data in the SEW are classified according to the **Australian and New Zealand Standard Industrial Classification, 2006 (cat. no. 1292.0)**. Industry data prior to this were classified according to the **Australian and New Zealand Standard Industrial Classification, 1993 (cat. no. 1292.0)**. Therefore, industry data from SEWs prior to 2007 are not directly comparable to 2008 industry data.

27 Since 2007, occupation data in the SEW are classified according to the **Australia and New Zealand Standard Classifications of Occupations, First Edition, 2006 (cat.no. 1220.0)**. Occupation data prior to this were classified according to the **Australia Standard Classifications of Occupations, Second Edition, 1997 (cat.no. 1220.0)**. Therefore, occupation data from SEWs prior to 2007 are not directly comparable to 2008 occupation data.

28 In previous years, only persons aged 15-54 years were included in the apprenticeship/traineeship survey questions. In 2008, the age scope was extended to include persons aged 55-64 years for these questions. Additionally, the definition for apprentices and trainees changed from those employed as apprentices/trainees to include only those with a formal contract under the **Australian Apprenticeship Scheme**. Therefore data on apprentices from previous years are not directly comparable to 2008 data. Note that **Australian School-based Apprenticeships** are excluded.

COMPARISON WITH OTHER ABS SOURCES

29 Since the SEW is conducted as a supplement to the LFS, data items collected in the LFS are also available. However, there are some important differences between the two surveys. The SEW sample is a subset of the LFS sample (see Paragraph 1 of these Explanatory Notes) and the SEW had a response rate of 96% which is lower than the LFS response rate for the same period of 97%. Due to these differences between the samples, the SEW data are weighted as a separate process to the weighting of LFS data. Differences may therefore be found in the estimates collected in the LFS and published as part of the SEW, when compared with estimates published in the May 2008 issue of **Labour Force, Australia (cat. no. 6202.0)**.

30 Additionally, estimates from the SEW may differ from the estimates produced from other ABS collections, for several reasons. The SEW is a sample survey and its results are subject to sampling error. Results may differ from other sample surveys, which are also subject to sampling error. Users should take account of the RSEs on estimates and those of other survey estimates where comparisons are made.

31 Differences may also exist in the scope and/or coverage of the SEW compared to other surveys. Differences in estimates, when compared to the estimates of other surveys, may result from different reference periods reflecting seasonal variations, non-seasonal events that may have impacted on one period but not another, or because of underlying trends in the phenomena being measured.

32 Finally, differences can occur as a result of using different collection methodologies. This is often evident in comparisons of similar data items reported from different ABS collections where, after taking account of definition and scope differences and sampling error, residual differences remain. These differences are often the result of the mode of the collections, such as whether data are collected by an interviewer or self-enumerated by the respondent, whether the data are collected from the person themselves or from a proxy respondent, and

the level of experience of the interviewers. Differences may also result from the context in which questions are asked, i.e. where in the interview the questions are asked and the nature of preceding questions. The impacts on data of different collection methodologies are difficult to quantify. As a result, every effort is made to minimise such differences.

33 The following table, **Comparison of Data from SEW to Other ABS Sources**, presents comparisons between a number of key SEW data items and similar data items from other ABS sources. These sources include data collected in the LFS, which were reported in the May 2008 issue of **Labour Force, Australia (cat. no. 6202.0)** and data collected from the Adult Literacy and Life Skills Survey (ALLS), which were reported in the **Adult Literacy and Life Skills Survey, Summary Results, Australia, 2007 (cat. no. 4228.0)**. The comparison shows SEW data are broadly consistent with these ABS sources.

Comparison of Data from SEW to other ABS sources

	Other ABS sources %	SEW - May 2008 %
labour force survey-may 2008(a)(b)		
Labour force status		
Employed	73.1	74.7
Employed full-time	52.5	53.5
Employed part-time	20.7	21.2
Unemployed	3.3	3.4
Not in the labour force	23.5	21.9
Country of birth		
Born in Australia	71.7	72.1
Born overseas	29.3	27.9
adult literacy and life skills survey-july 2006, september 2006-january 2007(a)		
Highest year of school completed		
Year 12	49.7	53.3
Year 11	11.6	11.3
Year 10	24.5	24.4
Year 9	7.8	6.9
Year 8 or below	6.3	3.9
No educational attainment/attendance	0.1	0.2
Level of highest non-school qualification		
Postgraduate Degree/Graduate Diploma/Graduate Certificate	6.4	6.2
Advanced Diploma/Diploma	8.8	8.9
Bachelor Degree	14.6	15.8
Certificate III/IV	16.4	16.1
Certificate I/II	7.4	4.3
Certificate n.f.d.	1.6	1.5
Level not determined	1.1	1.2
No educational attainment/attendance	43.8	46.1

(a) Data was restricted to persons aged 15-64 to align with the scope of the SEW.

(b) Data includes persons living in very remote areas and living in special dwellings who are out of scope for the SEW.

CONFIDENTIALISED UNIT RECORD FILE

34 Confidentialised unit record files (CURF) release confidentialised microdata from surveys, thereby facilitating interrogation and analysis of data. For the **Education and Work** survey, a basic CURF is released every two years and will not be released for the 2008 survey. A CURF will be released for the 2009 survey. For more details, refer to the 2007

PREVIOUS SURVEYS

35 Results of similar surveys have been published in previous issues. These surveys were conducted annually from February 1964 to February 1974, in May 1975 and 1976, in August 1977 and 1978, and annually in May since 1979. Results of previous surveys were published in **Transition from Education to Work, Australia (cat. no. 6227.0)** from 1964 to 2001. Since May 2002, the results of the survey have been published in **Education and Work, Australia (cat. no. 6227.0)**.

NEXT SURVEY

36 The ABS intends to conduct this survey again in May 2009.

ACKNOWLEDGMENT

37 ABS publications draw extensively on information provided freely by individuals, businesses, governments and other organisations. Their continued cooperation is very much appreciated; without it, the wide range of statistics published by the ABS would not be available. Information received by the ABS is treated in strict confidence as required by the **Census and Statistics Act 1905**.

RELATED PUBLICATIONS

38 Other publications which may be of interest include:

- **A Directory of Education and Training Statistics (cat. no. 1136.0)** - issued irregularly, latest issue released in July 2007
- **Adult Literacy and Life Skills Survey, Summary Results, Australia (cat. no. 4228.0)** - issued irregularly, latest issue 2006 released in 2008
- **Education and Training Experience, Australia (cat. no. 6278.0)** - issued four-yearly, latest issue 2005 released in May 2006
- **Education and Training Indicators, Australia (cat. no. 4230.0)** - issued irregularly, first issue released in December 2002
- **Labour Force, Australia (cat. no. 6202.0)** - issued monthly
- **Schools, Australia (cat. no. 4221.0)** - issued annually, latest issue 2007 released in February 2008
- **Information Paper: Measuring Learning in Australia, Dictionary of Standards for Education and Training Statistics (cat. no. 4232.0.55.001)** - issued irregularly, latest issue released in October 2004
- **Information Paper: Measuring Learning in Australia, Framework for Education and Training Statistics (cat. no. 4213.0)** - released on a single issue basis in January 2003
- **Information Paper: Measuring Learning in Australia, Plan to Improve the Quality, Coverage and Use of Education and Training Statistics (cat. no. 4231.0)** - issued irregularly, first issue released in September 2004

39 Current publications and other products released by the ABS are available from the ABS

website <<https://www.abs.gov.au>>. The ABS also issues a daily upcoming release advice on the website that details products to be released in the week ahead. The National Centre for Education and Training theme page also contains a wealth of information and useful references. This site can be accessed through the ABS website <<https://www.abs.gov.au>>.

Glossary

GLOSSARY

Apprentice

An apprentice is a person aged 15-64 years who has entered into a legal contract (called a training agreement or contract of training) with an employer, to serve a period of training for the purpose of attaining tradesperson status in a recognised trade. In this survey, apprentices are identified by their answer to a question specifically pertaining to the **Australian Apprenticeship Scheme**. Note that **Australian School-based Apprenticeships** are excluded.

Australian Standard Classification of Education (ASCED)

The ASCED is a national standard classification which includes all sectors of the Australian education system: that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the ABSCQ. The ASCED comprises two classifications: Level of Education and Field of Education. See **Australian Standard Classification of Education, 2001 (cat. no. 1272.0)**.

Certificate not further defined

Survey responses are coded to Certificate not further defined (n.f.d.) when there is not enough information to code them to Certificate I, II, III or IV in the **Australian Standard Classification of Education, 2001 (cat. no. 1272.0)**, Level of Education classification.

Country of birth

Country of birth has been classified according to the **Standard Australian Classification of Countries (SACC), 1998 (Revision 2.03) (cat. no. 1269.0)**.

Educational institution

Any institution whose primary role is education. Included are schools, higher education establishments, colleges of technical and further education, public and private colleges, etc. Excluded are institutions whose primary role is not education.

Employed

Persons who, during the reference week:

- worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and own account workers); or

- worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers); or
- were employees who had a job but were not at work and were:
 - away from work for less than four weeks up to the end of the reference week; or
 - away from work for more than four weeks up to the end of the reference week and received pay for some or all of the four week period to the end of the reference week; or
 - away from work as a standard work or shift arrangement; or
 - on strike or locked out; or
 - on workers' compensation and expected to return to their job; or
- were employers or own account workers who had a job, business or farm, but were not at work.

Employed full-time

Employed persons who usually worked 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.

Employed part-time

Employed persons who usually worked less than 35 hours a week (in all jobs) and either did so during the reference week, or were not at work in the reference week.

Enrolled

Refers to persons registered for a course of study in the particular reference period (e.g. survey month, or previous calendar year) at an educational institution (as defined).

Field not determined

Field not determined includes inadequately described responses or where no responses were given.

Field of education

Field of education is defined as the subject matter of an educational activity. It is categorised according to the **Australian Standard Classification of Education, 2001 (cat. no. 1272.0)** Field of Education classification. This publication presents the main field of education studied.

Field of trade

Refers to the occupation of an apprentice and is classified according to the **Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, 2006 (cat. no. 1220.0)** Unit Group.

Higher education institution

An Australian institution providing higher education courses, e.g. universities; colleges of advanced education; institutes of advanced education; institutes of higher education; institutes of tertiary education; agricultural colleges and some institutes of technology.

Industry

Industry data is classified according to the **Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 (cat. no. 1292.0)**.

Leavers

Persons who were enrolled in a course of study for a qualification in the previous year, but were not enrolled in any course of study for a qualification at the time of the survey.

Level of education

Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the **Australian Standard Classification of Education, 2001 (cat. no. 1272.0)** Level of Education classification.

Level of highest educational attainment

Level of highest educational attainment identifies the highest achievement a person has attained in any area of study. It is not a measurement of the relative importance of different fields of study but a ranking of qualifications and other educational attainments regardless of the particular area of study or the type of institution in which the study was undertaken. See paragraphs 20-22 of the Explanatory Notes for how highest level is derived.

Level not determined

Level not determined includes inadequately described responses or where no responses were given.

Non-school educational institution

An educational institution, other than a secondary school. This includes higher education establishments, colleges of technical and further education, public and private colleges, etc. Institutions excluded are those whose primary role is not education.

Non-school qualification

Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Postgraduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.

Not in labour force

Persons who were not in the categories 'employed' or 'unemployed' (as defined).

Occupation

Occupation data is classified according to the **Australian Standard Classification of Occupations, First Edition, 2006 (cat. no. 1220.0)**.

Other educational institution

Includes institutions or establishments that offer educational courses such as industry skills centres, professional or industry associations, equipment/product manufacturer or supplier, and instances where insufficient information was available to determine the type of educational institution.

Qualification

Formal certification, issued by a relevant approved body, in recognition that a person has achieved an appropriate level of learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.

Reference week

The week preceding the week in which the interview was conducted.

School

An educational institution whose major activity is the provision of formal classes of primary or secondary education, or the provision of primary or secondary distance education.

School leavers

Persons aged 15-24 years who attended school in 2007 but were not attending school prior to the survey date in May 2008.

Starters

Persons who were enrolled in a course of study for a qualification at the time of the survey, but were not enrolled in any course of study for a qualification at any time in the previous calendar year.

Study for a qualification

The reported level of education of any study being undertaken that will lead to formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. In this survey, if the respondent was still attending school their level of study was recorded as their current year of schooling. If the respondent had left school and was enrolled in study for a qualification they were asked the level of the qualification.

TAFE

A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education.

Unemployed

Persons aged 15-64 years who were not employed during the reference week, and:

- had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week and were available for work in the reference week; or
- were waiting to start a new job within four weeks from the end of the reference week and could have started in the reference week if the job had been available then.

Abbreviations

ABBREVIATIONS

The following symbols and abbreviations are used in this publication:

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ALLS	Adult Literacy and Life Skills Survey
ANZSCO	Australian and New Zealand Standard Classification of Occupations
ANZSIC	Australian and New Zealand Standard Industrial Classification
ASCED	Australian Standard Classification of Education
CURF	confidentialised unit record file
ISO	International Organization for Standardization
LFS	Labour Force Survey
n.f.d.	not further defined
RSE	relative standard error
SACC	Standard Australian Classification of Countries
SE	standard error
SEW	Survey of Education and Work
TAFE	Technical and Further Education
UN	United Nations

Supplementary surveys (Appendix)

APPENDIX SUPPLEMENTARY SURVEYS

SUPPLEMENTARY SURVEYS

The Monthly Population Survey program collects data on particular aspects of the labour force. The following is an historical list of supplementary surveys to the monthly labour force survey. Data are available from the ABS website <https://www.abs.gov.au>. Additional data from these surveys is available on request and can be obtained by contacting the ABS.

A1 MONTHLY POPULATION SURVEY PROGRAM, Supplementary surveys to the LFS

	cat. no.	Frequency	Latest issue
Adult Learning	4 229.0	Irregular	2006-2007
Barriers and Incentives to Labour Force Participation, Australia	6 239.0	Biennial	2006-2007
Career Experience, Australia	6 254.0	Irregular	November 2002
Career Paths of Persons with Trade Qualifications, Australia	6 243.0	Discontinued	Final issue 1993
Child Care, Australia	4 402.0	Irregular	June 2005
Child Employment, Australia	6 211.0	Irregular	June 2006
Education and Work, Australia	6 227.0	Annual	May 2008

Employee Earnings, Benefits, and Trade Union Membership, Australia	6 310.0	Annual	August 2007
Environmental Issues: Energy Use and Conservation	4602.0.55.001	Irregular	March 2008
Family Characteristics and Transitions, Australia	4 442.0	Irregular	2006-2007
Forms of Employment, Australia	6 359.0	Irregular	November 2007
Household Use of Information Technology, Australia	8 146.0	Irregular	2006-2007
Job Search Experience, Australia	6 222.0	Annual	July 2007
Labour Force Experience, Australia	6 206.0	Biennial	February 2007
Labour Force Status and Educational Attainment, Australia	6 235.0	Discontinued	Final issue 1994
Labour Force Status and Other Characteristics of Migrants, Australia	6 250.0	Irregular	November 2007
Labour Mobility, Australia	6 209.0	Biennial	February 2008
Locations of Work, Australia	6 275.0	Irregular	November 2005
Multiple Jobholding, Australia(a)	6 216.0	Irregular	August 1997
Participation in Education, Australia	6 272.0	Discontinued	Final issue 1999
Persons Not in the Labour Force, Australia	6 220.0	Annual	September 2007
Pregnancy and Employment Transitions	4 913.0	Irregular	November 2005
Retirement and Retirement Intentions, Australia	6 238.0	Irregular	2006-2007
Retrenchment and Redundancy, Australia	6 266.0	Irregular	July 2001
Underemployed Workers, Australia	6 265.0	Annual	September 2007
Working Arrangements, Australia	6 342.0	Irregular	November 2006
Work-Related Injuries, Australia	6 324.0	Irregular	2005-2006

(a) Latest data is July 2001, available on request only.

Quality Declaration - Summary

QUALITY DECLARATION - SUMMARY

INSTITUTIONAL ENVIRONMENT

For information on the institutional environment of the Australian Bureau of Statistics (ABS), including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.

RELEVANCE

The Education and Work survey provides annual information about a range of key indicators relating to the educational participation and attainment of persons aged 15-64 years along with data on people's transition between education and work.

As a result of this survey being supplementary to the LFS, persons excluded from the LFS were also excluded from this survey (see Explanatory Notes of **Labour Force, Australia (cat. no. 6202.0)** for standard LFS exclusions). Additional exclusions from this survey were persons aged 65 or older, persons permanently unable to work, institutionalised persons, boarding school pupils and persons living in very remote parts of Australia.

The type of information collected included: participation in education in the year prior to the survey, and in the survey month; labour force characteristics; type of educational institution; level of education of current and previous study; highest year of school completed; level and main field of highest non-school qualification; transition from education to work; unmet demand for education; and selected characteristics of apprentices.

The **Australian Classification of Education (ASCED) (cat.no. 1272.0)** was used to classify education. The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. The ASCED comprises two classifications: Level of Education and Field of Education.

TIMELINESS

The most recent Education and Work survey was conducted throughout Australia in May 2008 as a supplement to the monthly Labour Force Survey (LFS). The ABS has been conducting similar surveys since 1964. These surveys were conducted annually from February 1964 to February 1974, in May 1975 and 1976, in August 1977 and 1978 and annually in May since 1979. Data from the survey are released approximately six months after they have been collected.

ACCURACY

The number of completed interviews (after taking into account scope and coverage exclusions) was 37,769. This sample was achieved by obtaining a response rate of 96% from about 24,000 selected dwellings. The exclusion of people living in very remote parts of Australia has only a minor impact on aggregate estimates, except for the Northern Territory where these people are around 23% of the population.

The Labour Force Survey is designed to primarily provide estimates for the whole of Australia and, secondly, for each state and territory.

Two types of error are possible in an estimate based on a sample survey: non-sampling error and sampling error.

Non-sampling error arises from inaccuracies in collecting, recording and processing the data. Every effort is made to minimise reporting error by the careful design of questionnaires, intensive training and supervision of interviewers, and efficient data processing procedures. Non-sampling error arises because information cannot be obtained from all persons selected in the survey.

Sampling error occurs because a sample, rather than the entire population is surveyed. One measure of the likely difference resulting from not including all dwellings in the survey is given by the standard error. There are about two chances in three that a sample estimate will differ by less than one standard error from the figure that would have been obtained if all dwellings had been included in the survey and about nineteen chances in twenty that the difference will be less than two standard errors.

Every 5 years, following the availability of data from the Census of Population and Housing, the ABS reviews the LFS sample design. As a result of the review following the 2006 Census, the new sample design, implemented over the period November 2007 to June 2008, resulted in a smaller sample size. As a result of the smaller sample size, standard errors for estimates from the 2008 Survey of Education and Work have increased slightly. The exception is estimates for the Northern Territory where, because of the sample being distributed differently across the states/territories from the 2001 design, the sample size increased, which has resulted in decreased standard errors. For more information see **Information Paper: Labour Force Sample Design, Nov 2007 (cat. no. 6269.0)**.

COHERENCE

The ABS seeks to maximise consistency and comparability over time by minimising changes to the survey; sound survey practice requires ongoing development to maintain the integrity of the data. Minor changes were made to the survey between 2007 and 2008 to enhance the quality of the data and to reflect changes in the education system. In previous years, only persons aged 15–54 years were asked the Apprenticeship/Traineeship questions. In 2008 the age scope was extended and all persons (aged 15 to 64 years) were asked these questions. Additionally, the definition of apprentices changed to only include those with a formal contract under the Australian Apprenticeship Scheme. Previously those not under a contract were included. This means results from this and previous surveys are not comparable for these data items only.

INTERPRETABILITY

Detailed information on the terminology, classifications and other technical aspects associated with the Survey of Education and Work can be found in the pdf release as well as the relevant web pages included with this release.

ACCESSIBILITY

In addition to the pdf publication, the tables and associated RSEs are available in spreadsheet format on the website. Extra tables not contained in the pdf are also included on the website.

A Confidentialised Unit Record File (CURF) containing confidentialised microdata from the Survey of Education and Work has been released biennially since 2001. The CURF facilitates interrogation and analysis of survey data. The 2007 Survey of Education and Work CURF is the most recent available. For further details refer to the ABS website <https://www.abs.gov.au>.

Data are also available on request. Note that detailed data can be subject to high relative standard errors which in some cases may result in data being confidentialised.

For further information about these or related statistics, contact the National Information and Referral Service on 1300 135 070.

Data Cubes (I-Note) - Data Cubes

This datacube is the first in a series which focus on specific aspects of education and training data, from the Survey of Education and work. It provides data in Excel spreadsheets for persons with a qualification at AQF Certificate III level or above, by State/Territory of Residence, Sex and age group. Includes data for 2001-2008

Data Cubes (I-Note) - Data Cubes

This datacube is the first in a series which focus on specific aspects of education and training data, from the Survey of Education and work. It provides data in Excel spreadsheets for persons who are fully engaged in education, training and/or work, by State/Territory of Residence, Sex and age group. Includes data for 2001-2008

Data Cubes (I-Note) - Data Cubes

This datacube is the first in a series which focus on specific aspects of education and training data, from the Survey of Education and work. It provides data in Excel spreadsheets for persons aged 15-24 engaged in education or training and/or work, by single year of age, by State/Territory of Residence, Sex and age group. Includes data for 2001-2008

Data Cubes (I-Note) - Data Cubes

This datacube is the first in a series which focus on specific aspects of education and training data, from the Survey of Education and work. It provides data in Excel spreadsheets for persons who have completed Year 12 (or equivalent) or attained at Certificate II Level or Above, by State/Territory of Residence, Sex and Age group. Includes data for 2001-2008

Data Cubes (I-Note) - Data Cubes

This datacube is the first in a series which focus on specific aspects of education and training data, from the Survey of Education and work. It provides data in Excel spreadsheets for persons participating in post school education or training at AQF Certificate III level or above, by State/Territory of residence, sex and age group. Includes data for 2001-2008

Data Cubes (I-Note) - Data Cubes

This data cube has been replaced to correct age ranges, the label '45-54' changed to '45-49' and '55-54' changed to '50-54'.

This datacube is the first in a series which focus on specific aspects of education and training data, from the Survey of Education and work. It provides data in Excel spreadsheets for persons enrolled at educational institutions (all study), by State/Territory of Residence, sex and age group. Includes data for 2001-2008.

Data Cubes (I-Note) - Data Cubes

This datacube is the seventh in a series which focus on specific aspects of education

and training data, from the Survey of Education and Work. It provides data in Excel spreadsheets for persons with a qualification at Certificate II level or above, by State/Territory of Residence, Sex and age group. Includes data for 2001-2008.

Data quality (Technical Note)

TECHNICAL NOTE DATA QUALITY

RELIABILITY OF THE ESTIMATES

1 Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate may have varied by chance because only a sample of dwellings was included. There are about two chances in three (67%) that a sample estimate will differ by less than one SE from the number that would have been obtained if all dwellings had been included, and about 19 chances in 20 (95%) that the difference will be less than two SEs.

2 Another measure of the likely difference is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

3 RSEs for estimates from 2008 SEW were calculated for each separate estimate and published in the 'direct' form. The Jackknife method of variance estimation is used for this process, which involves the calculation of 30 'replicate' estimates based on 30 different sub samples of the original sample. The variability of estimates obtained from these sub samples is used to estimate the sample variability surrounding the main estimate.

4 Tables 2 and 7 contain estimates collected from previous Education and Work surveys. The spreadsheets associated with this release contain RSEs for these estimates. The RSEs for the years 1998, 2000 and 2002 were calculated using the previous statistical SE models, which are available from each relevant issue of **Education and Work, Australia (cat. no. 6227.0)** available on the ABS website <www.abs.gov.au>. For the 2004, 2006 and 2007 data, the RSEs were directly calculated for each separate estimate. This method differs from that presented in the 2004 and 2006 publications, which describes using statistical SE models to calculate RSEs for all time points. While the direct method is more accurate, the difference between the two is usually not significant for most estimates.

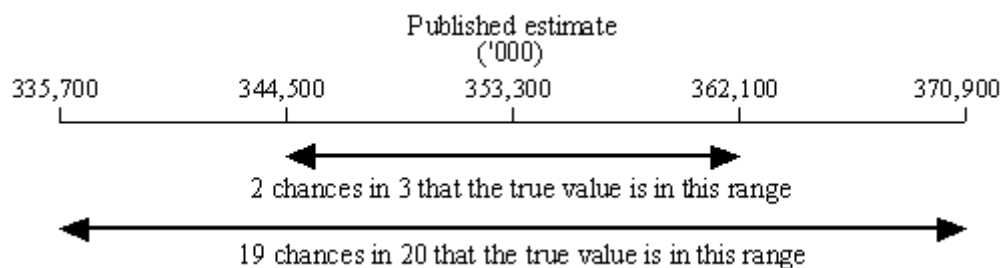
5 In the tables in this publication, only estimates (numbers, percentages, means and medians) with RSEs less than 25% are considered sufficiently reliable for most purposes. However, estimates with larger RSEs are included and preceded by an asterisk (e.g. *1.3) to indicate they are subject to high SEs and should be used with caution. Estimates with RSEs greater than 50% are preceded by a double asterisk (e.g. **0.6) to indicate that they are considered too unreliable for general use.

CALCULATION OF STANDARD ERROR

6 Standard errors can be calculated using the estimates (counts or means) and the corresponding RSEs. For example, Table 1 shows the estimated number of females in Victoria enrolled in a course of study was 353,300. The RSE Table corresponding to the estimates in Table 1 (see Table 1 Relative Standard Errors in the 'Relative Standard Error' section at the end of these Technical Notes) shows the RSE for this estimate is 2.5%. The SE is calculated by:

$$\begin{aligned}
 &SE \text{ of estimate} \\
 &= \left(\frac{RSE}{100} \right) \times \text{estimate} \\
 &= 0.025 \times 353,300 \\
 &= 8,800 \text{ (rounded to the nearest hundred)}
 \end{aligned}$$

7 Therefore, there are about two chances in three that the value that would have been produced if all dwellings had been included in the survey will fall within the range 344,500 to 362,100 and about 19 chances in 20 that the value will fall within the range 335,700 to 370,900. This example is illustrated in the diagram below:



PROPORTION AND PERCENTAGES

8 Proportions and percentages formed from the ratio of two estimates are also subject to sampling errors. The size of the error depends on the accuracy of both the numerator and the denominator. A formula to approximate the RSE of a proportion is given below. This formula is only valid when x is a subset of y.

$$RSE\left(\frac{x}{y}\right) = \sqrt{[RSE(x)]^2 + [RSE(y)]^2}$$

9 As an example, using estimates from Table 1, of the 688,300 persons enrolled in a course of study in Victoria, 353,300 are females, or 51.3%. The RSE for 353,300 is 2.5% and the RSE for 688,300 is 1.7% (see Table 1 Relative Standard Errors in the section 'Relative Standard Error' at the end of these Technical Notes). Applying the above formula, the RSE for the proportion of females in Victoria enrolled in a course of study:

$$RSE = \sqrt{(2.5)^2 + (1.7)^2} = 1.8\%$$

10 Therefore, the SE for the proportion of females in Victoria enrolled in a course of study is 0.9 percentage points $(= (1.8/100) \times 51.3)$. Hence, there are about two chances in three that the proportion of females in Victoria enrolled in a course of study is between 50.4% and 52.2%, and 19 chances in 20 that the proportion is between 49.5% and 53.1%.

DIFFERENCES

11 Published estimates may also be used to calculate the difference between two survey estimates (of numbers or percentages). Such an estimate is subject to sampling error. The

sampling error of the difference between two estimates depends on their SEs and the relationship (correlation) between them. An approximate SE of the difference between two estimates (x-y) may be calculated by the following formula:

$$SE(x-y) = \sqrt{[SE(x)]^2 + [SE(y)]^2}$$

12 While this formula will only be exact for differences between separate and uncorrelated characteristics or sub populations, it is expected to provide a good approximation for all differences likely to be of interest in this publication.

SIGNIFICANCE TESTING

13 A statistical significance test for any of the comparisons between estimates can be performed to determine whether it is likely that there is a difference between the corresponding population characteristics. The standard error of the difference between two corresponding estimates (x and y) can be calculated using the formula in paragraph 12. This standard error is then used to calculate the following test statistic:

$$\left(\frac{x-y}{SE(x-y)} \right)$$

14 If the value of this test statistic is greater than 1.96 then there is statistical evidence of a significant difference in the two populations with respect to that characteristic. This statistic corresponds to a 95% confidence interval of the estimate. Otherwise, it cannot be stated with confidence that there is a real difference between the populations.

15 The imprecision due to sampling variability, which is measured by the SE, should not be confused with inaccuracies that may occur because of imperfections in reporting by respondents and recording by interviewers, and errors made in coding and processing data. Inaccuracies of this kind are referred to as non-sampling error, and they occur in any enumeration, whether it be a full count or sample. Every effort is made to reduce non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient operating procedures.

RELATIVE STANDARD ERROR

16 Limited publication space does not allow for the separate indication of the SEs and/or RSEs of all the estimates in this publication, only RSEs for Table 1 are included below. However, RSEs for all tables are available free-of-charge on the ABS website www.abs.gov.au, released in spreadsheet format as an attachment to this publication, **Education and Work, Australia, May 2008 (cat. no. 6227.0).**

Table 1 Relative standard errors, Persons enrolled in a course of study - Selected characteristics by state or territory of usual residence

	NSW	Vic.	Qld	SA	WA	Tas.	NT(a)	ACT	Aust.
RSE OF ESTIMATE (%)									
Sex									
Males	3.6	2.2	3.1	4.5	4.3	5.7	14.4	5.2	1.4
Females	3.2	2.5	2.8	3.3	4.9	4.6	12.8	5.5	1.5
Age group (years)									
15-19	2.5	2.0	2.4	2.5	3.9	3.7	16.2	3.9	1.0
20-24	5.5	2.7	6.7	6.3	9.0	12.1	24.1	8.4	2.3

25-34	5.9	7.3	6.9	10.3	9.3	11.3	16.0	10.6	3.2
35-44	8.9	10.2	7.8	9.8	9.9	12.4	20.6	16.2	4.0
45-54	10.0	10.1	7.3	11.6	13.4	18.6	18.2	19.9	4.1
55-64	18.7	21.7	15.3	17.3	21.1	31.1	38.0	24.4	8.1
Country of birth									
Born in Australia	2.6	2.4	3.1	3.5	5.3	4.1	13.5	4.8	1.5
Born overseas	6.3	7.1	7.6	12.1	11.6	18.8	22.7	17.7	4.3
Area of usual residence									
State capital city	3.2	2.1	3.1	3.1	4.0	5.8	1.5
Balance of state/territory	3.3	4.6	3.7	7.2	8.7	4.5	12.5	3.7	1.4
Labour force status									
In labour force	3.0	2.7	3.2	4.0	4.4	5.1	12.0	5.3	1.5
Employed	3.2	2.9	3.1	4.7	4.3	5.4	11.5	5.3	1.5
Employed full-time	5.1	4.0	4.7	6.5	7.8	7.7	12.5	7.0	2.3
Employed part-time	4.1	4.1	4.5	6.0	6.0	7.7	16.8	8.5	2.1
Unemployed	12.1	14.1	14.4	13.7	20.4	22.8	39.3	26.2	6.0
Not in labour force	4.4	3.0	5.9	7.2	10.1	7.9	21.6	12.5	2.1
Level of education of study in May 2008									
Study for a qualification	2.6	2.0	2.6	3.1	3.3	4.4	12.5	3.7	1.2
Postgraduate Degree	10.4	8.9	14.7	18.1	11.5	21.6	32.4	15.1	4.9
Graduate									
Diploma/Graduate	16.3	24.3	25.8	23.1	24.4	34.9	52.8	30.8	9.2
Certificate									
Bachelor Degree	6.7	4.2	6.5	6.9	10.8	11.6	20.8	8.0	2.7
Advanced									
Diploma/Diploma	10.1	7.3	10.8	15.8	12.8	14.1	25.2	13.4	5.5
Certificate III/IV	4.8	6.9	6.5	8.3	11.3	12.3	18.3	14.7	3.1
Certificate I/II	18.9	18.8	30.7	26.1	35.0	26.5	101.2	38.2	10.4
Certificate n.f.d.	15.6	15.3	16.7	20.0	17.2	25.2	30.5	37.1	8.5
Year 12	5.3	6.7	8.0	10.7	12.3	12.4	24.2	14.9	2.8
Year 11	6.2	6.0	5.3	9.8	10.8	17.0	20.5	13.3	2.6
Year 10 or below	3.5	3.6	7.5	5.8	16.6	9.9	26.0	8.7	1.9
Level not determined	18.5	21.7	23.0	29.6	33.0	34.3	32.5	37.5	10.3
Study not for a qualification	10.4	13.1	16.5	24.7	19.8	20.6	27.0	21.9	6.7
Type of educational institution attending									
School	2.6	2.4	2.9	3.7	5.4	4.9	18.5	4.5	1.3
TAFE	4.3	4.9	5.5	7.9	6.8	9.0	27.9	11.9	2.7
Higher education	5.6	4.2	6.3	6.0	7.5	10.5	12.9	6.3	2.4
Other institution	11.9	7.7	7.5	11.5	11.7	12.0	24.9	11.1	5.1
Type of attendance									
Full-time	3.6	2.4	3.1	3.4	5.8	6.8	15.2	6.0	1.4
Part-time	4.0	3.7	3.7	5.3	5.6	6.1	12.8	6.0	2.0
Total	2.6	1.7	2.4	2.9	3.4	4.3	12.5	3.7	1.1

.. not applicable

(a) Refers to mainly urban areas only. For further details see paragraph 9 of the Explanatory Notes.